

1. The kinds of special educational needs for which provision is made at the school

Inmans Primary School places a strong emphasis on embracing diversity and ensuring an inclusive learning environment for all its students. At the core of our educational philosophy is the unwavering belief that every child, regardless of their individual needs, has the right to a comprehensive and well-rounded education that allows them to realise their full potential.

We understand and value the unique abilities and achievements of each of our students. As such, we are committed to going above and beyond to cater to the individual needs of all our pupils. In pursuing this goal, we recognise the fundamental entitlement of every student to access a balanced and broadly based curriculum. Our commitment to inclusivity extends to ensuring that the teaching methods employed within our school are fully inclusive, ensuring that every student can thrive and reach their full potential.

One of the key initiatives that exemplifies our dedication to inclusive education is the Inclusion Pod, a specialised unit designed to meet the unique needs of children diagnosed with autism. Within this 12-place Enhanced Resource Provision (ERP), children with autism receive full-time placements, and many are actively working towards a seamless integration with mainstream classrooms where possible.

The Inclusion Pod operates on a blended model, utilising bespoke and flexible timetables that incorporate both ERP and mainstream lessons. This approach is meticulously designed to enable our students with autism to access and excel. Our overarching goal is to help these exceptional individuals overcome any potential barriers to learning they may face and foster their development, both socially and academically, in preparation for their journey into adulthood.

Inmans Primary School is not only committed to academic success but also to nurturing the holistic growth of every student. By providing a supportive and inclusive environment that caters to individual needs, we believe that we are not only enriching the lives of our students during their time at our school but also equipping them with the skills and confidence they need to navigate the challenges of the wider world beyond our doors.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

All children in school are assessed on entry to the foundation stage year through observational assessments to achieve a baseline. Each term children throughout the school are assessed against national curriculum expectations for their age, using NFER tests/teacher assessments. If the teacher considers, or tests indicate, that they are not reaching the expected level for their age or not making sufficient progress for their ability, intervention within the classroom is put in place to narrow the gap in their learning. This could be additional resources or adult support.

If a child's needs cannot be met in this way, further testing may take place such as a dyslexia screener or basic concepts test and additional support from a teaching assistant or outside agency, or a specific intervention outside of the classroom, will be put in place. The child's name will be placed on the school's Provision Mapper and a learning plan with provision plan will be written clarifying the arrangements to be made and the targets against which progress will be measured. These are reviewed three times a year and

shared at parent meetings.

At times it is appropriate for the school to seek the advice of external agencies such as the educational psychologist, speech and language service, occupational therapists, etc. as they are in a position to carry out particular tests to identify more specific conditions/learning difficulties. A parent's agreement will always be sought before contacting these agencies. At this point it may be necessary for the child's name to be placed on the SEND register and a Graduated Response plan generated, using provision mapper.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils;

At Inmans Primary School, we employ a comprehensive system of assessing and evaluating each child's progress and individual needs. To facilitate this, we use a rating scale that spans from -2 to +2, where 0 represents the expected outcome for the child. This scale provides a clear and quantifiable way to gauge a child's development and achievement.

A rating of -2 indicates that a child's progress falls below the expected level, while a +2 signifies that they have exceeded the anticipated level of progress. This system allows us to pinpoint precisely where each child stands in terms of their educational journey, making it easier to tailor our support and interventions accordingly.

To ensure that every child receives the necessary support and attention, we conduct regular reviews of their plans and provisions. During these reviews, both teachers and teaching assistants collaboratively examine the child's progress and development. The objective is to identify the next steps in their educational journey and formulate strategies to help them reach their full potential.

Our primary goal is to maximise each child's potential and so we take proactive steps to achieve this by exploring the reasons behind any lack of progress.

Our Inclusion team plays a crucial role in this process, diligently investigating the factors that may be hindering a child's development. By identifying these obstacles, we can tailor interventions and provisions more effectively, ensuring that every child at Inmans Primary School has the opportunity to flourish academically and personally.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

The SENCO monitors SEND (Special Education Needs and Disability) pupil's progress and parents will be kept informed through the review of a child's learning plan or additional meetings/letters/phone calls. All progress from intervention activities is reassessed at the end of a unit of work and children are observed carefully to ensure new skills are applied in their learning. If the intervention is not having the impact required, then it is changed to something more suitable for the child's need.

If a child is on the SEN register, parents will be given the opportunity to discuss their child's progress and discuss any new targets that are set for them termly. If a child has an 'Education and Health Care Plan' they will have an annual review each year to discuss progress made and new targets to be set. It is at this meeting that outside agencies will be invited to attend to make contributions. The governor for SEND pupils and other key governors are responsible for looking at anonymised progress and attainment data to check that the school is doing all that it can to meet the needs of pupils with SEND

(c) the school's approach to teaching pupils with special educational needs;

It is the aim of the school to include all children, and to enable those with special educational needs to access a broad and balanced curriculum and take part in all aspects of school life. We strive to ensure that all children are safe and healthy, enjoy their education and achieve their potential, recognising the contribution they can make and their right to economic wellbeing in later life.

The school supports this aim by:

- Planning the curriculum to meet the needs of all pupils by considering different learning styles and differentiating tasks.
- Identifying barriers to learning and participation
- Working with parents or carers to identify and meet children's needs.
- Assessing children's needs by testing and observation.
- Providing staff with appropriate special educational needs training and information as available.
- Monitoring and reviewing children's progress three times a year.
- Working in co-operation with the LA and other agencies.
- Seeking advice and support from outside specialists as appropriate.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

All teachers at Inmans Primary School are teachers of SEND children. Lessons are made accessible for all by using a number of strategies including use of differentiated resources, use of additional adults and differentiated tasks. We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against pupils with SEND.

The school environment is made accessible to all pupils by adapting the physical environment. Support from outside specialist agencies is sought where the school needs additional advice in order to meet the needs of the pupils.

(e) Additional support for learning that is available to pupils with special educational needs;

We have many literacy and numeracy interventions that run throughout the day. The concept behind these programmes is to assist children in closing the gaps in their learning. Not all children respond to a particular intervention, so at times it is necessary to modify them slightly or try a new approach.

All teachers at our school are teachers of SEND children. However, there are times when extra support is needed to ensure children in maximise their potential. One way of doing this is by providing each year group with a teaching assistant (TA) each morning. In addition, we have other TAs who work with pupils on a one-to-one basis to ensure that the needs of the children are met by providing various intervention programmes.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

We have various lunch-time and after school clubs available to all children and rooms where specific intervention is delivered in the afternoons. Children with SEND who require additional adult support in the classroom, will also be provided with this support at after school clubs and activities.

(g) support that is available for improving the emotional and social development of pupils with special educational needs.

We have several friendship groups and social skills groups available in school to support pupils and we are also an ELSA school. We draw upon the expertise of outside agencies such as CAMHS, WiNGS, the school nurse and youth and family support workers to support pupils with emotional needs.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

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5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Staff (teachers and teaching assistants) have had access to training opportunities to support programmes provided in the following areas:

- Speech and Language
- Sign Language
- Physiotherapy
- Socially speaking/ Drawing and talking
- Autistic Spectrum Awareness
- Dyslexia
- Sensory therapy
- Lego- build to express

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Support from outside specialist agencies is sought where the school needs additional advice in order to meet the needs of the pupils and work we work with the following teams:

- Educational Psychologist Team
- Behaviour Support Team
- SaPTs (Sensory and physical support service)
- Speech and Language service
- Child and Adolescent Mental Health (CAMHS),
- OT service and Barnardo's sensory support
- Physiotherapy service
- Youth and family Support workers
- School Nurse
- Social Care

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Parents and carers are always welcome to come in and discuss their child's progress or any concerns they have. It is important to us that we work with the child and the parent, as a team, to secure the best possible outcomes and teachers will meet termly with parents and children to secure this aim. We are also able to sign post you to various outside agencies which may be able to support you and your child at home/school or offer further advice.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

All meetings in school are now person centred. Children are asked to contribute towards their termly review of progress and their profile by identifying what they feel they are good at and what helps them learn. Furthermore, the targets set are directly related to class literacy or numeracy targets to ensure the targets are meaningful and 'smart'. If a child's area of need is emotional/behavioural these targets are discussed and agreed with the child. Any targets are written in child friendly language which can be easily understood.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

A parent's first point of contact should be the class teacher. There are several parents' evenings held throughout the year, however, the teaching staff are always happy to discuss children's progress and attainment at any given point in the year. Parents can also contact the school SENCO who would be happy to answer any questions or concerns you may have.

Parents who wish to complain are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue cannot be resolved at this level or the complaint is about the Head Teacher the parent would be directed to the schools complaint procedure and/or the LA parent partnership support service.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

In order to meet the individual needs of a child we may work with or seek advice from an educational psychologist, advisory teacher, speech and language therapist or a health colleague to support children's academic and social progress.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Speech and Language Service – (01482) 223191
Special Education Needs – (01482) 392254
East Riding Parent Partnership Service - (01482) 392108
Family Information Service – (01482) 396469

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

There are a number of transition meetings which take place throughout the school. Meetings take place between ourselves and the feeder secondary schools to prepare the Year 6 children for their transfer to secondary. These meetings are held to share data, attendance, individual education plans and pastoral information.

The SENCO at Inmans Primary speaks with the SENCO at all receiving secondary schools to discuss each

child and the support they have had/will receive. This usually takes the form of a transition meeting and parents and Outside agencies are invited if appropriate.

Additional transition visits to the feeder secondary school also take place on a regular basis for specific pupils prior to transfer. These visits take place to coincide with key times of the secondary day e.g. breaktime/ lunchtime, as well as fact finding days to look at the building and meet key staff.

The Nursery school SENCO meets with Foundation staff to discuss any pupils and a further meeting with the SENCO at Inmans is arranged if necessary.

In terms of transition between year groups systems are in place to ensure that the following class teacher is aware of specific needs and next steps in learning. For example, they attend the Summer term annual review for children with EHCP's and also the support plan review session which is held with parents. Additional transition visits are arranged and transition books are prepared for children on the SEND register.

13. Information on where the local authority's local offer is published.

The Local Offer is information about provision in our area for children and young people from 0-25 who have special educational needs (SEN). It includes information that the council thinks will be useful for children and young people with SEN. Information for provision both inside and outside of the local area is provided, including relevant regional and national specialist provision.

The local offer for the East riding of Yorkshire can be found here:

<http://www2.eastriding.gov.uk/living/children-and-families/the-family-information-service-hub/special-educational-needs-and-disabilities-send/>